

Remote Learning Policy

St Stephen Churchtown Academy



January 2021

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers will be available between 9am and 3pm.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure:

When providing remote learning, teachers will need to work from the Google Classroom checklist (see appendix) and are responsible for:

- Setting work:
 - For their usual class in line with their usual learning where possible
 - Daily for English and Maths
 - Weekly Science, Topic, RE, Music, PE and PSHE

- By 6pm the day before
- Using Google Classrooms (KS1 and KS2)
- Providing feedback on work:
 - Pupils are to share their work on Google Classrooms so their teacher can see it
 - As a whole class or individually where needed
 - State when work needs to be completed by
- Keeping in touch with pupils who are not in school and their parents:
 - Regular contact via Google Classroom, Teams or phone
 - Respond to emails during the hours of 9am and 3pm
 - Refer any complaints or concerns towards SLT
 - Make daily checks as to whether pupils are engaging with their work and work with families to rapidly identify effective solutions where engagement is a concern. Directly contact pupils who are not completing work
 - Complete the monitoring spreadsheet
- Attending virtual meetings with staff and provide video support for parents/children:
 - Consider dress code and treat each day as a working day
 - Be mindful of the location if producing any video contact or making calls

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 9am and 3pm to support teachers with the day to day organisation of remote learning.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who are not in school with learning remotely as directed by the class teacher or SLT.
- Attending virtual meetings with staff and provide video support for parents/children:
 - Consider dress code and treat each day as a working day
 - Be mindful of the location if producing any video contact or making calls

2.3 Curriculum Leads

Alongside their teaching responsibilities, curriculum leads, including the SENDCo team and Pupil Premium Lead, are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other curriculum leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent
- Monitoring the remote work set by teachers in their subject through joining their online classroom
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school

- Monitoring the effectiveness of remote learning through regular meetings with teachers and curriculum leaders, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Named senior leaders with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education

N Price - KS2
C Smith - KS1
C Ridpath - EYFS
L James - overall provision

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2.5 Designated safeguarding lead

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

We will always have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should act on it immediately
- A designated safeguarding lead (DSL) or deputy should always be available (see section 4 for details of our arrangements)
- Children should continue to be protected when they are online

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children at school and those at home. Continue to record any concerns using My Concern.

We will continue to work with children's social care, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

2.6 IT staff (Aspire)

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Information for pupils, parents and carers about the remote learning provision will be available on the school website.

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work

- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Make use of school subscriptions

2.8 Trust Board

The Trust Board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues with IT – log with Aspire Help Desk
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL
- Concerns about work content for individual children – talk to SENDCo

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Access data through the St Stephen Churchtown Academy One Drive
- Use school devices rather than personal devices. Please speak to HoS if you do not have access at home.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure in line with the Aspire ICT usage policy. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Find the Safeguarding Policy in the staffroom or on the school website.

6. Monitoring arrangements

This policy will be reviewed termly or before if the current Covid-19 situation changes.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- ICT and internet acceptable use policy

Appendix 1

St Stephen Churchtown Academy **Home/Remote Learning**

Day	Tasks	Children's Work
	TEAMS meet ups Set up small group meetings, so that the children at home are met with once per week. Send out TEAMS meeting request via Arbor	3 sessions per week to be introduced via teacher video, aim for variety of subject areas
Monday	<ul style="list-style-type: none">✓ Monday morning message – Greeting, asking the children how they are and praising the previous week's work effort. Brief synopsis of the activities for the week ahead with slightly more detail about 'Monday'.✓ Throughout the working day, respond to any questions/concerns.✓ Acknowledgement/ Individual feedback on work submitted✓ Work identified for sharing on social media, sent to E.D.✓ Allocate weekly Reading books via Rising Stars to all children on white band or below, as needed.	PE – Joe Wicks, links from Ali M or own choice EYFS and Y1 Phonics RWI Spelling English Yrs 3-6 'Spelling Frame' match sound to weekly spelling. WhiteRose Maths, link to video and add pdf worksheet.

		One of the following – Topic, Science, Art/DT or RE
Tuesday	<ul style="list-style-type: none"> ✓ Daily morning message, plus a brief synopsis of the work to be completed on 'Tuesday' ✓ Respond to any questions/concerns. ✓ Acknowledgement/ Individual feedback on work submitted. 	<p>EYFS and Y1 Phonics</p> <p>RWI Spelling</p> <p>English</p> <p>WhiteRose Maths, link to video and add pdf worksheet.</p> <p>CGP 10-Minute Week Workout book (Autumn Term)</p> <p>PSHE or Music</p>
Wednesday	<ul style="list-style-type: none"> ✓ Daily morning message, plus a brief synopsis of the work to be completed on 'Wednesday' ✓ Respond to any questions/concerns. ✓ Acknowledgement/ Individual feedback on work submitted. ✓ Mid-week check on pupils not engaging 	<p>PE – Joe Wicks, links from Ali M or own choice</p> <p>EYFS and Y1 Phonics</p> <p>RWI Spelling</p> <p>English</p> <p>WhiteRose Maths, link to video and add pdf worksheet.</p> <p>Writing task</p> <p>One of the following – Topic, Science, Art/DT or RE</p>
	<ul style="list-style-type: none"> ✓ Daily morning message, plus a brief synopsis of the work to be completed on 'Thursday' 	EYFS and Y1 Phonics

Thursday	<ul style="list-style-type: none"> ✓ Respond to any questions/concerns. ✓ Acknowledgement/ Individual feedback on work submitted. ✓ Work identified for sharing on social media, sent to E.D. 	RWI Spelling English CGP 10-Minute Week Workout book (Autumn Term) CGP Targeted Question Book – Link pages to WhiteRose PSHE or Music
Friday	<ul style="list-style-type: none"> ✓ Daily morning message, plus a brief synopsis of the work to be completed on 'Friday' ✓ Respond to any questions/concerns. ✓ Acknowledgement/ Individual feedback on work submitted. 	PE – Joe Wicks, links from Ali M or own choice EYFS and KS1 Phonics – CGP/other follow up RWI Spelling English One of the following – Topic, Science, Art/DT or RE CGP Targeted Question Book – Link pages to WhiteRose

Class Teachers will need to plan a call home to each of their identified children (SLT will provide names for this) working from home at some point throughout the week. Generally, calls have the following purposes:

1. To check in with child/parent for general welfare.
2. Maintain contact and 'connection' with their school.
3. To address and support with any issues with engagement with home learning.

- What is being provided for children with SEND? Do families / children need any additional personalised work sent home?
- How are you responding to work submitted to move learning forward?
- DIFFERENTIATION - What opportunities are there for children to be challenged, are there a 'for an extra challenge' and 'to simplify' sections on work?
- How can we ensure that work is not too printed resource heavy?
- Ensure that work is **meaningful** and **ambitious** and covers a variety of subjects.

Overview of Weekly Home Learning – what is set?

KS1 and KS2		
English	Maths	Topic
1x Spelling (CEW and Weekly Spelling Focus) 1x Comprehension 1x SPAG 1x Handwriting 1x Writing activity (open ended) in lined book Encourage your child to read each day – on Rising Stars if on school reading scheme or Oxford Owls Daily Phonics in Y1 RWI Spelling	2 x 10-minute weekly workout CGP (Autumn term) 3 x Number Sense (KS1) 1x Times Tables Practice/Number Bonds – TT Rockstars/Sumdog 3 x White Rose videos and follow up sheet 2 x CGP Targeted Maths activities to consolidate the White Rose learning 1X Mental Workout CGP (KS2)	Activities to mirror in class foundation subject learning. History/Geography RE Music PE (Joe Wicks, Complete PE activities, activities shared by AM or own) PSHE (SCARF have a home learning section) Art/DT Science
EYFS - Nursery		
Daily name writing Phase 1 daily phonics 1x Nursery Rhyme	5 x practical activities linked to weekly topic	Activities to mirror in class foundation subject learning.

EYFS - Reception		
<p>Daily spellings (practical and written) – Phase key/tricky words, Phase 2/3 words</p> <p>Daily Phonics Activity then linked to handwriting (CPG)</p> <p>Daily Reading using Rising Stars</p>	<p>2 x Maths Power points linking to CPG Books.</p> <p>2 x practical activities linked to weekly topic</p> <p>1x Numbots</p>	<p>Activities to mirror in class foundation subject learning.</p>

